**Mercer University Course Syllabus – Summer Semester 2011**

**Tift College of Education – Atlanta Campus**

**Curriculum and Instruction in Early Childhood Education EMAT621.A01**

**Mondays 5:00 – 9:15 pm BE005**

**Professor Contact Information:**

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Office hours by appointment

Dr. Carr’s web site: www.teachingwithpurpose.com

**Required Texts:**

Wiggins, G. & McTighe, J. (2005). *Understanding by design (2nd ed.).*Alexandria, VA:  ASCD available **free through ebrary.**

**How to get *Understanding by Design* FREE!**

**To Access Swilley Library Electronic Books from the Ebrary Database**

From the Swilley Library homepage (<http://swilley.mercer.edu/>) click on the tab near the top with the words Find a Database. Then you’ll see, right below that, a link with the words Browse Databases A-Z .  Click on that link. Then you’ll see all the letters in the alphabet.  Click on E. The second item on the list of databases starting with E is Ebrary. Click on the link with the word Ebrary. This is probably the point at which users will be asked to enter their eight-digit MUID. In the simple ebrary search box at the top of the page, enter the title Understanding by Design and then click “Search ebrary.”  Don’t worry about putting quotation marks around the title of the book. The fifth entry on the results list is the “Expanded Second Edition” of the book.  If users have never viewed an ebrary book before, they might need to click on the little button with the words ebrary Reader that is right after the title of the book. That will allow users to download some software that enables viewing of the book. When that software is ready (in 30 seconds or so), one should see the front cover of the book. The Table of Contents is on the right side; clicking on a chapter title will take you to the start of that chapter. Page navigation is done through the arrow keys near the top.

**LiveText Account** – See information regarding LiveText on the last page of this syllabus

**List Server** - Periodically check the email from your student Mercer list server for important program updates.

**Other Readings:** Online research for focus group topics

**Course Description**

This course will include the study and application of appropriate curriculum and instructional strategies for meeting the diverse needs of students in grades P-5. Students will learn and implement methods of curriculum design, assessment and instructional strategies. This course will serve as a way to make connections with previous courses by integrating curriculum and instruction concepts into a comprehensive learning unit.

**Purpose**

This course relates to each of the three major premises of the Conceptual Framework of Mercer University’s Tift College of Education: (1) **TO KNOW** the foundations of the education profession, content bases for curricula, and characteristics, (2) **TO DO** the work of a professional educator in planning and implementing well-integrated curricula using developmentally appropriate and culturally responsive instructional strategies, materials, and technology, and (3) **TO BE** a reflective, collaborative, and responsive decision-maker, facilitator, and role model within the classroom, school, community, and global environment. During this course, prospective teachers will develop an understanding of effective techniques for classroom management, curriculum implementation, and meaningful evaluations.

**Methods of Instruction**

A variety of instructional strategies designed to develop critical thinking, problem solving, and performance skills will be employed. These include, but are not limited to: teacher modeling, lecture/discussion, questions/answers, reflective thinking, collaborative learning, individual and group presentations, use of instructional technology, practical application/projects and compiling artifacts in a LiveText teaching portfolio.

**Course Objectives -** Upon completion of this course, students will be able to:

* Understand a variety of principles of curriculum and instruction (i.e. curriculum development, design, implementation, assessment, differentiated instruction, cognitive learning theories)
* Identify and discuss the needs of diverse learners and how instruction must be differentiated to meet the social, emotional and cognitive needs of the young child.
* Understand how to do “big picture” planning by creating a comprehensive integrated learning unit.
* Know how to create effective learning experiences that promote various levels of understanding.
* Demonstrate ways to integrate communication and technology into instructional planning and delivery.
* Demonstrate ways to involve parents and the community as part of the total learning experience.
* Apply the course concepts in the development a comprehensive instructional learning unit.

**Honor Policy**

Academic integrity is maintained through the honor system. This system imposes on each student the responsibility for his or her honest behavior and assumes the responsibility that each student will report any violations of the Honor Code. The honor system was instituted in 1954 and has been in operation since that time. Its success has been the result of student respect and concern. By the act of entering Mercer University, each student personally consents to Mercer’s Honor System and thereby agrees to be governed by its rules. (Taken from the Mercer University catalog).

**Students with Disabilities**

Students with a documented disability should inform the instructor at the close of the first class meeting or as soon as possible.  If you are not registered with Disability Services, the instructor will refer you to the Student Support Services office for consultation regarding documentation of your disability and eligibility for accommodations under the ADA/504.  In order to receive accommodations, eligible students must provide each instructor with a “Faculty Accommodation Form” from Disability Services.  Students must return the completed and signed form to the Disability Services Coordinator for their campus.  Students with a documented disability who do not wish to use academic accommodations are strongly encouraged to register with Disability Services and complete a Faculty Accommodation Form each semester, also.  For further information, please contact Dr. Richard Stilley at 678-547-6823; or visit the website at [http://www.mercer.edu/stu\_support/swd.htm](http://webmail.mercer.edu/redirect?http://www.mercer.edu/stu_support/swd.htm)

**Attendance/Participation**

Students are expected to be present and **ON TIME** for each class. Atlanta’s traffic can be difficult, so please plan accordingly. Students must be present for the ENTIRE class each time that we meet. Demonstrating personal responsibility including attendance and arriving to class on time are expected dispositions for master’s level teacher candidates. **Attendance is part of your final grade.** Your grade may be lowered, at the discretion of your professor, due to absences and or tardies.

Contact information for two classmates (if absent, it is your responsibility to find out what you missed)

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Name Phone Email address

Professional behavior is expected at all times. All electronic devices (cell phones & beepers) are to be turned off or put on vibrate while in class. As a teacher candidate you demonstrate a respectful disposition to your peers and professor by refraining from the use of electronic devices during class. A break is provided during class for the use of cell phones. Laptops are encouraged for group work but not during class presentations unless there is a special need. Drinks or small snacks are allowed during class. Meals should be consumed before class or during the break.

**Assessment**

A weighted grading system will be used to assess each student’s mastery of the course objectives. Each assignment will be scored on the basis of 100 points but will be weighted according to the chart that follows. Grades are based on the completeness and **quality** of the work. Points will be deducted from the grade for assignments turned in late.

The following is the grading scale:

100 – 93 A

92 – 89 B+

88 – 83 B

82 – 80 C+

79 – 75 C

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| **Assignment** | **Weighted Percentage of Total Grade** |
| Unit Component Drafts | 20% |
| Focus Topic Group Presentation | 20% |
| Peer Review Reflection Paper | 10% |
| Final Revised Instructional Unit  Notebook with Draft and Final Versions  Files and Reflections Submitted to LiveText | 40% |
| Class & Group Participation and Attendance | 10% |
| Disposition Assessment Permission | No grade only formative feedback |

**Written and Oral Requirements**

Correct written and verbal formats should be modeled by professional educator candidates. All work needs be TYPED and presented in a professional and well-organized manner. Students are expected to demonstrate master’s level quality in all written work and oral assignments. All work should be your own original work. Any ideas or direct quotes from other sources should be cited as a reference in APA format.  **Work should be unique to this class.**  Students should not use lessons or units from current or past courses unless content that is used is approved and referenced appropriately.

**Draft of Unit Components – 20%**

Each student will compile a comprehensive **ORIGINAL** unit of study for early childhood students. **This means you should not recycle a previous unit from another content area course! While the final product is important, working through the process of comprehensive curriculum design is the major focus.** Each student will create and submit the drafts of the various components of the integrated instructional units. These parts will be reviewed by the professor and the student will received feedback and make the necessary revisions in the final unit. The composite grade for the drafts will be based on timeliness of submission, completeness of component criteria, organization and effort.

**Focus Topic Group Presentation – 20%**

Working in small groups, students will collaborate on the preparation and presentation of an assigned topic related to unit component topics. The group must create and share a Wiki page of resources. A detailed explanation of the assignment is given on the last page of this syllabus.

**Peer Review Session and Reflection Paper – 10%**

Students will be expected to interact with their peers in a unit review and revision process in order to gather feedback and suggestions for improvement. During a class session students will be required to meet with at least four different peers, share their unit notebooks and complete a peer review form. After the peer review session, students will then write a reflective paper describing what they gleaned from the peer review process and what changes or improvements were made based on this process.

**Final Complete Revised Unit – 40%**

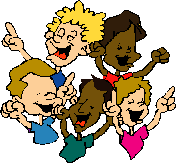
Each student will compile a comprehensive **ORIGINAL** unit of study for early childhood students. **This means you should not recycle a previous unit from another content area course! While the final product is important, working through the process of comprehensive curriculum design is the major focus.** The unit should demonstrate that the student has effectively included all components of purposeful instruction and assessment as outlined in the Integrated Unit components form at the end of this syllabus. The final unit should reflect revisions and corrections made to the unit throughout the course. Students will enter self reflections about each unit artifact uploaded in LiveText. See unit components chart at the end of this syllabus. Final unit will be evaluated on content as well as organization and professional quality.

**Class and Group Participation – 10%**

Students will be evaluated according to their **ACTIVE** collaborative participation in group projects, class discussions and activities. Since topics covered in class are critical to sequential conceptual understandings, class attendance is another component of this assessment.

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| **Class Session/**  **Date** | **Assignments Due** | **Class Topic/Activities** | **Homework for**  **Next Week** |
| **Session 1 – May 16** |  | Review course syllabus  Fill out info sheet  Big Picture of UbD  Unit components **Parts I & II**  Content mapping Group formation and project explanation | • Read Chp.1-3 – Wiggins  • Create unit spiral notebook with tabs  • Create rough draft of Unit Parts I & II  • Work on group topic |
| **Session 2 –**  **May 23** | • DRAFT Unit Parts I & II | **Unit Part III** –Evidence of learning  Formative & summative assessment  Performance Tasks: GRASPS (goal, role audience, situation, product performance and purpose, standards and criteria for success)  Student self assessment and reflection Work with groups on presentations | • Read Chp. 5-7 – Wiggins  • Prepare Focus Group Presentations  • Prepare Unit Draft Part III |
| **May 30** |  | NO CLASS-Memorial Day – Make Up 6/17 |  |
| **Session 3 –**  **June 6** | • DRAFT Unit Part III | **Focus Group Presentation**: **Part IV** Integrating Technology and Communication **Focus Group Presentation**  Content Area Literacy Integration – Children’s literature, vocabulary strategies, writing and reading comprehension  **Focus Group Presentation**: **Part V** Involving Parents and Community | • Prepare Unit Draft Part IV & V |
| **Session 4 –**  **June 13** | • DRAFT Unit Parts IV & V | **Focus Group Presentation Differentiated Instruction- Part VI**  Climate for differentiation  Scaffolding, tiering, culturally responsive teaching and providing choices  Differentiating through MI’s & ELL Strategies | • Read Chp.4 & 9 - Wiggins  • Prepare Unit Draft Part VI |
| **Session 5 –**  **MAKE UP**  **FRIDAY**  **June 17** | • DRAFT Unit Part VI | **Part VII** Planning Learning Experiences  Scope and sequence calendar  Lesson planning for levels of understanding | • Prepare Unit Draft Part VII, VIII, and IX |
| **Session 6 –**  **June 20** | •Notebooks with drafts and revisions | **Peer Review Night**  Work with four different people reviewing and revising your unit components | • Begin finalizing all unit sections  • Prepare peer review reflection paper |
| **Session 7 –**  **June 27** | • Peer Review Reflection Paper | **Focus Group Presentation**: **Part VIII** Managing the Learning Environment  Drafting ideas for learning centers  Confirming LiveText components  Review APA and creating Part IX requirements | • Make all revisions to unit and notebooks finalized  • Unit files ready to submit to LiveText – begin reflections in LiveText  • Read Wiggins Chapter 13 |
| **July 4** |  | **No Class – 4th of July** |  |

**Focus Topic**

**Group Assignment**

**EMAT621 - Summer 2011**

**Timeline of Assignments**

May 16 – Explanation and group assignments

May 23 –Class time will be given to work on presentation

June 6 – Group #1 – Focus Topic: Integrating Technology

June 6 – Group #2 – Focus Topic: Literacy Integration

June 6 – Group #3 – Focus Topic: Parent/Community Involvement

June 13- Group #4 – Focus Topic: Differentiated Instruction  
June 27 –Group #5 – Focus Topic: Managing the Learning Environment

**Presentation Criteria:**

Your group will have 60-75 minutes for your presentation.

Your group is responsible for gathering **strategies** and resources on your topic to share with the class. The goal is to help your classmates get instructional techniques so they can complete your unit topic component. There must be **interactive learning** about the topic. Do not **just** lecture or show slides about the topic. Include some way to involve the class!

Your group will be giving the class an overview of the topic including these components:

1. Hook/Activator
2. What is it?
3. What are examples of a **variety** of ways that this topic can be incorporated into a learning unit for several different content areas?
4. You **mus**t include some hands-on or interactive activities that would model strategies related to your topic.
5. What are resources or web sites where information and/or strategies can be found on your topic? Create a **WIKI** page of strategy ideas and resources related to your topic. See <http://emat621summer11.wikispaces.com/>. You’ll need to subscribe to this wiki to create your page. As part of your presentation, share your Wiki page with the class.
6. Summarizer - Have students in class **tell or** **demonstrate what they learned** from presentation.
7. Leave a few minutes at the end for questions/feedback from summarizer

**Group Assessment:**

* Everyone in the group participated in the creation and delivery of presentation.
* All components of the presentation criteria listed above were effectively presented.
* A Wiki Page was created with strategies and resources to use in units.
* Group stayed within the time limit (not too short or too long)
* Group used effective presentation strategies to engage the audience.

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| **Comprehensive Integrated Learning Unit Components EMAT621** | **LiveText ECE Portfolio Section** |
| **Part I – Unit Overview**   * Title of Unit and Grade level * Subject/Content Area(s) (two content areas that will include literacy) & Topic/Skill * Summary/Abstract (brief overview of curricular concepts and unit goals) * Unit Design Status (First Draft, Revised Draft, Final Copy, or Adjusted After Use) | Submit with entire unit  **Practicing –** Integrated Instruction |
| **Part II - Identify Desired Results (Stage One UbD)**   * QCC/GPS Standards Correlations(include language arts & one other content area) * Enduring Understandings – overarching and topical * Essential Questions considered (may be included in content map) * Knowledge and Skills - Students will know… Students will do… * Content map of unit - Key unit understandings, essential questions and vocabulary created for students in a graphical format | Submit with entire unit  **Practicing –** Integrated Instruction |
| **Part III – Determine Acceptable Evidence (Stage Two UbD) -** Evidence of Learning   * Formative Assessment * Summative Assessment * Student Self Assessment and Reflection * Performance Task - GRASPS (goal, role audience, situation, product performance and purpose, standards and criteria for success) * GRASPS criteria includes scoring rubric | **Practicing -** Assessment |
| **Part IV - Communication/Technology**   * Student uses of technology/communication in your unit * Teacher uses of technology/communication in your unit | **Engagement -** Communication |
| **Part V- Community Involvement**   * Ways to involve parents in unit * Ways to involve community in unit | **Collaboration -** Involvement |
| **Part VI - Differentiated Instruction -** Tailor instruction to meet the needs of all learners  Include choice board – pick 3 differentiated strategies for your unit such as:   * Scaffold learning for students * Remediate or enrich content * Provide tiered and/or choice assignments * Provide opportunities for multiple intelligences or culturally diverse strategies * Strategies for ELL | Submit with entire unit under  **Practicing –** Integrated Instruction |
| **Part VII – Plan Learning Experiences and Instruction (Stage Three UbD)**  **Instructional Sequence Chart** – Scope and sequence of key unit concepts for at least ten days indicates how the following components will be integrated:   * **C**ommunity/Parent * **N**ew Skill Lesson * **P**rior Knowledge Check/Hook * **S**ummative Assessment * **T**echnology * **D**ifferentiated Instruction * **G**RASPS * **H**igher Order Thinking Lesson * **L**iteracy Integration (optional)   **Lesson Plans for Two Lessons**   * Lesson to teach a new skill * Lesson to teach higher order thinking | **Engagement -**  Instructional Strategies |
| **Part VIII- Managing the Learning Environment-**List potential issues/problems related to:   * Time management * Distribution of materials * Room arrangement * Collaborative learning * Procedures/transitions | **Engagement -**  Learning Environment |
| **Part IX – All unit resources including web sites, music, children’s books, etc.** Referenced in APA format | Submit with entire unit  **Practicing –** Integrated Instruction |
| **Submit final copy of complete unit to LiveText** |  |
| **Reflections on the Process -** Reflections for all sections submitted to LiveText | All sections |

**LiveText Information Summer 2011**

For more information about using LiveText see this web site:

http://www2.mercer.edu/Education/LiveText/default.htm

**LiveText Requirements**

1. **A LiveText account**. If you do not already have a LiveText account, see separate handout for important instructions on purchasing and setting up your account. (Instructions are also online at <http://www2.mercer.edu/Education/LiveText/purchasing.htm>.)
2. **Candidate Information Form**. All Tift students must complete this form in LiveText. *Each semester*, please check the form to be sure the information is still correct – if you have changed programs, please update the form so that it contains the most current information. See specific directions for locating and completing this form at <http://www2.mercer.edu/Education/LiveText/candidate_information_form.htm>
3. **Dispositions Assessment.** At the end of the course, I will provide you with formative feedback on your development and demonstration of the professional dispositions that are important for Transforming Practitioners or Transformational Leaders. No grade or score from the dispositions assessment will affect your course grade. Even though it will appear in your list of assignments, you do not have to submit anything for this assessment to occur. You can, however, go into the assignment to see the rubric that will be used to give dispositions feedback. We will discuss the list of professional dispositions in class.
4. **LiveText Check-Up.** We have moved to a new version of LiveText. As you become familiar with the new organization and functions, it is important for you to check and follow-up on the following:
   1. Be sure this course section, with this instructor, appears in your list of courses.
   2. Be sure that you are enrolled in all courses listed in your account.
   3. If there are any discrepancies in your list of courses OR if you do not see the new LiveText interface or a list of courses when you login to your account, contact Jeff Osmus at [osmus\_ja@mercer.edu](mailto:osmus_ja@mercer.edu). Email him your name, your student id, your LiveText username, and a description of your problem (include course number and section number, if reporting course discrepancies).
5. **LiveText Assignments.** Courses requiring LiveText are listed in your LiveText account under the Course tab. Within each course, specific LiveText requirements are listed on the Assignments tab.
6. **LiveText Portfolio Artifact Requirement(s).** Your unit assignment in this class is a required artifact in your portfolio. You have six artifacts and reflections in LiveText for this course related to your unit**.** See the chart on page 6 for specifics about where each of the artifacts goes in your portfolio and the standards you should write about in your reflections.
7. **Portfolio Reflection Expectations:** The required reflection in your portfolio must address how the artifact demonstrates you meet the associated standard. This is *not* a reflection on the process of completing the assignment or what you think about the assignment. FOCUS ON THE STANDARD. The standard as stated in your portfolio template is quite global; to ensure that your reflection addresses it fully, use the details of the elements in the rubric included with the assignment (in the Resources section). For this course, I am particularly interested in the “TO BE” part of your reflection. How have you grown over the course of your program? In what ways do you still need to grow and learn about this standard?
8. **How to submit required assignments in LiveText**: See the step-by-step instructions in the Help section of LiveText (In Help, under the For Students tab, see Flash video on Submit an Assignment or see Submit a Course Assignment under the Courses section). **Important reminder: If you are submitting a Portfolio Assignment, you must first put the designated course assignment *in your portfolio* (and write your reflection), then *submit your portfolio* as the required LiveText document for that assignment.** Do **NOT** submit the course assignment/artifact by itself, outside of the portfolio – it must be in the portfolio and accompanied by the required reflection.
9. **Student Training Sessions on the New LiveText**.You will receive a demonstration on where and how submit artifacts and reflections to LiveText during this course.
10. **Use the Help section in LiveText – it is excellent.** The Help link is located in the upper right corner of your window from within your LiveText account.